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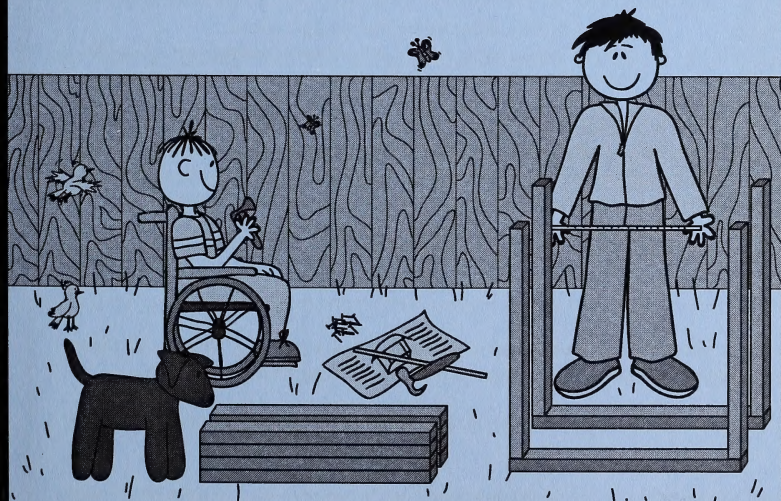


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## GRADE THREE MATHEMATICS: MODULE 5

# MEASUREMENT

Home Instructor's Guide: Days 10-18  
and  
Assignment Booklet 5B



Learning  
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Branch

**Alberta**  
LEARNING



Grade Three Mathematics  
 Module 5: Measurement  
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 5B  
 Learning Technologies Branch  
 ISBN 0-7741-2314-1

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|-------------------------------|---|
| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              | ✓ |
| General Public                |   |
| Other                         |   |



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## DAILY SUMMARY

**DAY 10:** Capacity is today's topic. The student explores capacity using non-standard units. A variety of household containers are used to estimate, measure, and record volume. Assist the student with gathering together the eight different-sized containers suggested in the Student Module Booklet. There is no assignment in the Assignment Booklet today.

### Answers

1. Answers may vary. Some tools that are used to measure are teaspoons, tablespoons, measuring cups, cups, and litre containers.
2. The answer will vary depending upon the size of the bowl, and the glass. Measure the container yourself or observe as your student does this activity.
3. The student could use the coffee cup, the cereal bowl, or possibly the juice pitcher or milk container, depending upon the size of the bowl.
4. The answer will vary depending upon the size of the bowl and the container. Measure the container yourself or observe as your student does this activity.
5. The answers will vary depending upon the size of the glass and the containers. Measure the containers yourself or observe as your student does this activity.
6. The student could use the coffee cup, glass, cereal bowl, milk container, juice pitcher, or possibly, the large bowl.
7. The student could use the teaspoon or soup spoon.
8. The answers will vary depending upon the size of the cereal bowl and the containers. Measure the containers yourself or observe as your student does this activity.
9. The answers will vary depending upon the size of the containers. The ice-cream pail probably held the most.
10. The answers will vary depending upon the size of the containers.

**DAY 11:** The litre is introduced and used to estimate and measure capacity. You will need to supply a litre container for today's measuring activities.

### Answers

1. A variety of products are measured in litres. Some answers may include vegetable oil, milk, juice, pickles, liquid soap, salad dressings, syrup, or vinegar.
2. Estimates may vary. Most students will guess 3 to 5 glasses.
3. It will take about 4 glasses to fill a litre container.
4. Answers will vary depending upon the size of the containers. The juice pitcher, serving bowl, or milk container may contain about 1 litre.
5. Answers will vary. Measure each yourself or observe the student measuring.
6.
  - a. The milk jug holds 4 litres.
  - b. The pail holds 8 litres.
7.
  - a. There are 12 glasses in 3 cans of juice.
  - b. There are 20 glasses in 5 cans of juice.
  - c. She will need 6 cans of juice.

**DAY 12:** In this lesson, the student compares and orders containers by capacity. You will need three containers of different shapes that are close to the same capacity. For example, you may use a pitcher, a jar, and an empty plastic container.

### Answers

1.
  - a. The laundry soap container holds the most.
  - b. The spoon holds the least.
  - c. The containers in order from greatest capacity to least capacity are laundry soap, pickle jar, cup, and teaspoon.
2. Answers will vary. Accept reasonable estimations.
3. and 4. Answers will vary. Monitor the student as the task is completed or measure yourself to verify results.
5. Jam B is the best deal because the capacity of the containers is equal and Jam B is 10¢ cheaper.



**DAY 13:** Two standard units for measuring mass are introduced—the gram and kilogram. The student will learn how to estimate, measure, and record mass using grams and kilograms. You will use a balance scale and a variety of grocery items. You may wish to gather these before beginning the activities.

### DAY 13: LESSON 1

#### Answers

- Answers will vary. Some objects that weigh close to a kilogram are a 1-litre container of milk or juice, a thick hardcoverd book, a large can of fruit or vegetables, or a large bag of raisins or brown sugar.

2.

| Object                     | More Than<br>a Kg | Less Than<br>a Kg | About<br>a Kg |
|----------------------------|-------------------|-------------------|---------------|
| pencil                     |                   | ✓                 |               |
| a full 1-litre milk carton |                   |                   | ✓             |
| chair                      | ✓                 |                   |               |
| thick hardcoverd book      |                   |                   | ✓             |
| stapler                    |                   | ✓                 |               |

- Answers will vary. Your student may have discovered that a small candy, a peanut, a raisin, a button, or other small object is about a gram.

4.

| Object               | Grams or Kilograms? |
|----------------------|---------------------|
| eraser               | grams               |
| child                | kilograms           |
| package of gum       | grams               |
| large box of oranges | kilograms           |
| marble               | grams               |
| sofa                 | kilograms           |



**DAY 13: LESSON 2****Answers**

1. Answers will vary. Monitor your student's activity or weigh the items yourself to verify answers.
2. One apple should be weighed in grams.
- 3 and 4. Answers will vary. Monitor your student as he or she completes the activity or weigh the items yourself to verify answers.
5. Products such as flour, sugar, salt, large boxes of fruit, large boxes of pasta, and large containers of peanut butter may be labelled in kilograms.
6. Products that come in smaller packages are usually labelled in grams. Spices, baking soda, small pasta packages, candy, and crackers are often labelled in grams.

**DAY 14:** A variety of objects are compared and ordered by mass. Real objects as well as pictures are used to illustrate these skills.

**DAY 14: LESSON 1****Answers**

1. Estimates and weights may vary depending upon the objects chosen.
  - The apple is probably heavier.
  - The can of soup is probably heavier.
  - The spoon is probably heavier.
  - The can of soup is probably heavier.
  - The apple is probably heavier.
2. and 3. Weights will vary depending upon the objects that are chosen. Monitor your student as he or she completes the activity or weigh the items yourself to verify answers.

**DAY 14: LESSON 2****Answers**

1. Coffee: 1 kg = **1000** g  
Sugar: 5 kg = **5000** g
2. The products in order from heaviest to lightest are sugar, coffee, cookies, candy, chips.

3. The animals in order from lightest to heaviest are tiger, sea turtle, gorilla, polar bear.

### Timed Exercise Answers:

$4 \times 7 = 28 \quad 3 \times 6 = 18 \quad 8 \times 5 = 40 \quad 4 \times 8 = 32 \quad 6 \times 4 = 24 \quad 9 \times 3 = 27$

$7 \times 7 = 49 \quad 5 \times 4 = 20 \quad 6 \times 8 = 48 \quad 6 \times 6 = 36 \quad 3 \times 7 = 21 \quad 1 \times 5 = 5$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$

**DAY 15:** Calendar time was introduced in Grade One Thematic and Grade Two Thematic. The student should be familiar with the months of the year and the days of the week and be able to read the date on the calendar. The student should also be aware of the number of days in a week and months in a year. These concepts are reviewed at the beginning of the lesson. The number of days in a year is introduced. The student also estimates the passage of time and works with time lines. If the student cannot spell any of the months of the year or days of the week, you may add them to any spelling lists the student is practising.

### DAY 15: LESSON 1

#### Answers

1. The student may list any of the following: seconds, minutes, hours, days, weeks, months, years, centuries, millenniums.
2. There are twelve months in one year.
3. The months are January, February, March, April, May, June, July, August, September, October, November, December.
4. There are seven days in one week.
5. The days are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
6.
  - a. It is Thursday.
  - b. Grandma is coming on Tuesday, November 6.
  - c. There are 30 days in November.
  - d. Sarah's dentist appointment is three weeks after Grandma's visit.
  - e. The last day of the month is Friday.



**DAY 15: LESSON 2****Answers**

1. a. a minute                      b. a year                      c. an hour  
d. a second                      e. a day                      f. a minute
2. a. Luke's school break was in March.  
b. Luke was in the hospital one month.  
c. Luke went on a trip in February.  
d. Luke spent the most time going to school.  
e. Vacation began in June.

**DAY 16:** The student is introduced to telling time using a digital clock. In Grade Four Mathematics, the student will be formally introduced to telling time on an analog clock. If your student shows interest, you may want to begin to relate the time on a digital clock to the time on an analog clock.

**DAY 16: LESSON 1****Answers**

1. Answers will vary. Digital clocks are often found on ovens, microwaves, watches, vehicles, VCRs, DVD players, clock radios, or alarm clocks.
2. a. 5 o'clock                      b. 12 o'clock                      c. 9 o'clock                      d. 2 o'clock
3. a. eleven thirty                      b. seven nineteen                      c. four forty-six                      d. twelve "o" three
4. a. 6:30  
six thirty or  
thirty minutes  
past six                      b. 5:04  
five "o" four or  
four minutes  
past five                      c. 8:45  
eight forty-five or  
forty-five minutes  
past eight                      d. 3:17  
three seventeen or  
seventeen minutes past  
three
5. a. twelve thirty-two or thirty-two minutes past twelve o'clock  
b. three "o" five or five minutes past three o'clock  
c. six twelve or twelve minutes past six o'clock  
d. seven o'clock



**DAY 16: LESSON 2****Answers**

1. a. Luke starts school at 8:45.
- b. Luke's supper is 6:00 to 7:00 or six o'clock to seven o'clock.
- c. Luke has two hours of free time.
- d. Luke goes to bed at 9:00 or nine o'clock.
- e. Luke spends 30 minutes to get ready in the morning.

**Timed Exercise Answers:**

$4 \times 3 = 12 \quad 3 \times 5 = 15 \quad 8 \times 2 = 16 \quad 4 \times 4 = 16 \quad 6 \times 5 = 30 \quad 9 \times 6 = 54$

$7 \times 2 = 14 \quad 5 \times 1 = 5 \quad 6 \times 6 = 36 \quad 6 \times 7 = 42 \quad 3 \times 7 = 21 \quad 0 \times 8 = 0$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

**DAY 17:** A variety of situations are presented in the form of word problems involving capacity, time, and mass. The student is reminded to watch carefully for the units that are being used in the problem.

**Answers**

Students may use different methods to solve the problems. The student should show how the problem was solved and write the answer in a complete sentence.

1.  $4 \times 3 = 12$  or  $4 + 4 + 4 = 12$   
They use 12 litres of milk in 3 weeks.
2.  $1 \text{ kg} = 1000 \text{ g}$   
 $1000 \text{ g} - 550 \text{ g} = 450 \text{ g}$   
The large bag is 450 grams heavier.
3. From 11:00 to 12:00 is one hour.  $1 \text{ hour} = 60 \text{ minutes}$   
 $60 + 15 = 75$   
It took them 75 minutes to shop.



**DAY 18:** The concepts discussed in this module are reviewed. You may want to revisit or reteach any skills that your student has not yet mastered. Continue to practise multiplication number facts. You will time the student for 2 minutes on a multiplication number facts exercise that is part of the assignment for Day 18.

After the student has completed today's activities and assignments, have the student complete the Student's Checklist and Student's Comments. Complete the Home Instructor's Checklist and Home Instructor's Comments. Submit Assignment Booklet 5B to the teacher.



## ASSIGNMENT BOOKLET 5B

Grade Three Mathematics  
Module 5: Days 10–18

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.



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- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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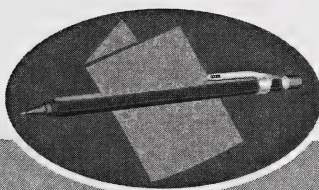
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# **Grade Three Mathematics**

## **Module 5**

### **Measurement** **ASSIGNMENT BOOKLET 5B**



Grade Three Mathematics  
Module 5: Measurement  
Assignment Booklet 5B  
Learning Technologies Branch

|                               |   |
|-------------------------------|---|
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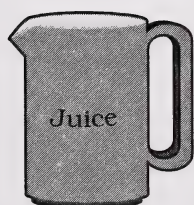
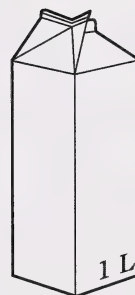
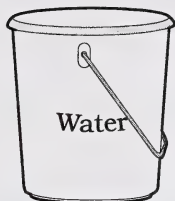
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1. Which measuring tool on the right could best measure the contents of the containers on the left. Draw a line from the container to the most suitable measuring tool.



2. List two products in your home that come in a 1-litre container.

---

3. Circle the containers below that you think hold less than 1 litre.



4. This 1-litre milk container holds 4 glasses of milk.



Answer each question in a complete sentence.

a. How many glasses of milk would 2 milk containers hold?

---

b. If there are 16 students in a class and each student has one glass of milk, how many containers of milk will they need?

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**1. Journal Entry**

Tell about some ways that you can tell which container in a group of containers holds the most or the least.

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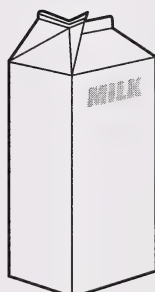
**2. Look at the following milk containers.**



**A**



**B**



**C**



**D**

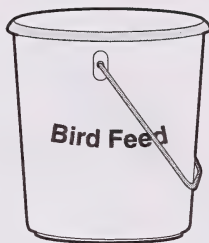
a. Which container do you think holds the most? \_\_\_\_\_

b. Which container do you think holds the least? \_\_\_\_\_

3. Look at the following containers.



A



B



C



D

a. Which container holds the least? \_\_\_\_\_

b. Write the names of the products in order from the least capacity to the most.

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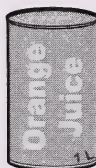
4. There is a sale on orange juice. If they all tasted good, which would you buy? Tell why.

**Brand A**



79¢

**Brand B**



65¢

**Brand C**



82¢

---



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1. What standard units are used to measure mass?

\_\_\_\_\_ and \_\_\_\_\_ are used to measure mass.

2. Circle the animals below that you think have a mass of more than 1 kilogram in real life.



3. Circle the objects below that have a mass of about 1 gram in real life.

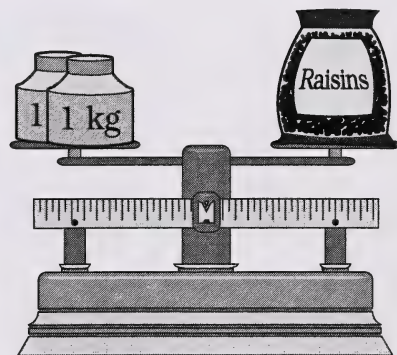


4. Would you use grams or kilograms to measure the mass of each object.

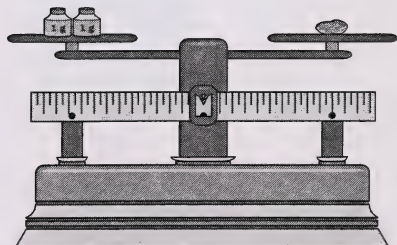
| Object                    | Grams or Kilograms? |
|---------------------------|---------------------|
| a baby                    |                     |
| small bag of potato chips |                     |
| a loaf of bread           |                     |
| a large bag of sugar      |                     |
| a ring                    |                     |
| a computer disc           |                     |

5. Look at the balance scales. Write the mass of each object.

a. \_\_\_\_\_

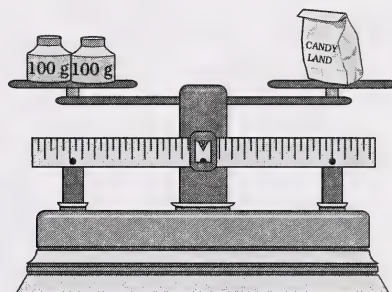


b. \_\_\_\_\_

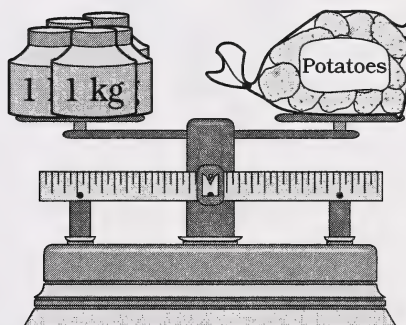




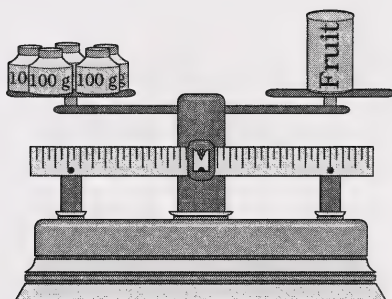
c. \_\_\_\_\_



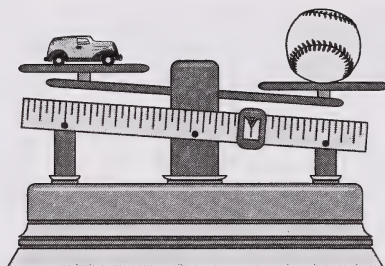
d. \_\_\_\_\_



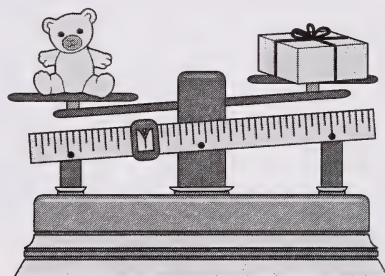
e. \_\_\_\_\_



1. Which object is lighter?



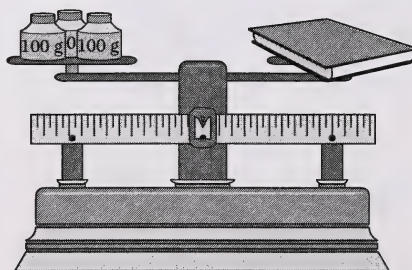
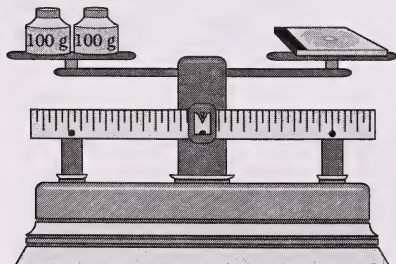
a. The \_\_\_\_\_ is lighter.



b. The \_\_\_\_\_ is lighter.

2. Look at the following scales carefully.

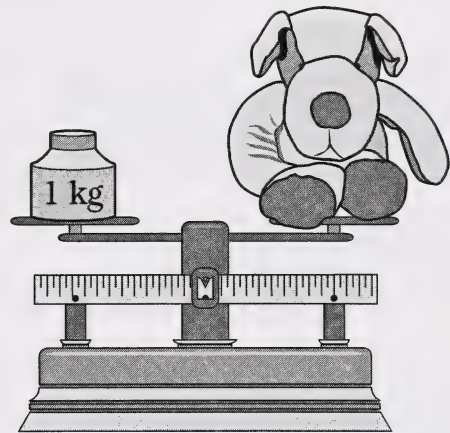
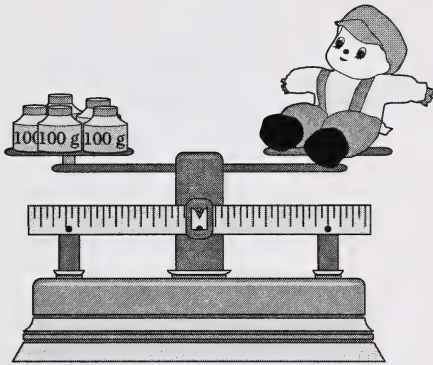
a. Is the CD or book heavier?



The \_\_\_\_\_ is heavier.



b. Is the doll or toy dog heavier?



The \_\_\_\_\_ is heavier.

3. a. 1 kilogram = \_\_\_\_\_ grams
- b. 4 kg = \_\_\_\_\_ g
- c. 8 kg = \_\_\_\_\_ g
4. Sarah is helping her dad make a new shopping list. Can you help her write the products in order from heaviest to lightest? Start with the heaviest.

|           |       |
|-----------|-------|
| spaghetti | 900 g |
| chicken   | 2 kg  |
| salt      | 1 kg  |
| cereal    | 450 g |
| crackers  | 275 g |



1. Finish each sentence.

a. There are usually \_\_\_\_\_ days in a year.

b. There are \_\_\_\_\_ days in a leap year.

c. There are \_\_\_\_\_ days in a week.

d. There are \_\_\_\_\_ months in a year.

e. There are \_\_\_\_\_ seconds in a minute.

f. There are \_\_\_\_\_ minutes in an hour.

2. Write the missing months.

January, \_\_\_\_\_, \_\_\_\_\_, April,

\_\_\_\_\_, June, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, October, November, \_\_\_\_\_

3. Write the missing days of the week.

\_\_\_\_\_, Monday, \_\_\_\_\_, \_\_\_\_\_,

Thursday, \_\_\_\_\_, Saturday



4. Estimate how long it would take to do each task. Draw a line from the task to the amount of time you think it would take.

Clap your hands once.

an hour

Do 30 jumping jacks.

a year

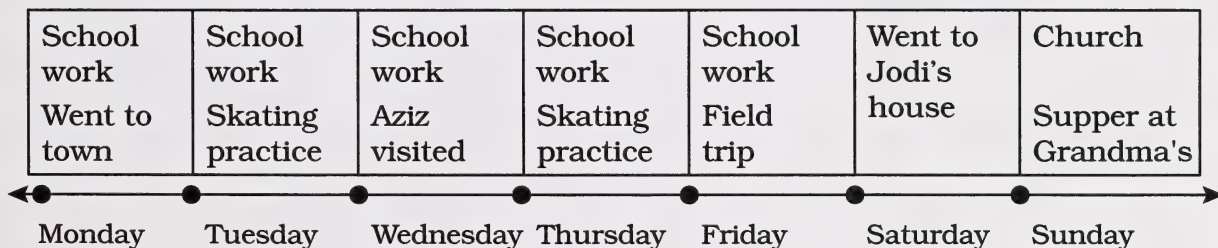
Graduate from one grade to the next.

a minute

Watch a short movie.

a second

5. Use Sarah's time line to find the correct answers to the following questions.



- How many days of the week did Sarah do school work? \_\_\_\_\_
- On which day did Sarah visit Jodi? \_\_\_\_\_
- How many days a week does Sarah have skating practice? \_\_\_\_\_
- On what day did Aziz visit? \_\_\_\_\_
- On which day did Sarah go on a field trip? \_\_\_\_\_

- ## DAY 16 WHAT TIME IS IT?

**DAY 16** **WHAT TIME IS IT?**



2. Read the time. Write the time in numbers and words.



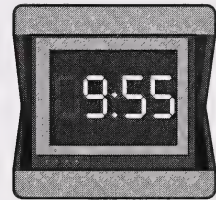
a. \_\_\_\_\_  
 \_\_\_\_\_



b. \_\_\_\_\_  
 \_\_\_\_\_



c. \_\_\_\_\_  
 \_\_\_\_\_



d. \_\_\_\_\_  
 \_\_\_\_\_



e. \_\_\_\_\_  
 \_\_\_\_\_



f. \_\_\_\_\_  
 \_\_\_\_\_

## 1. Journal Entry

What are some of the things you should remember when you are working on measurement problems? What strategies do you use most often when you are solving measurement problems?

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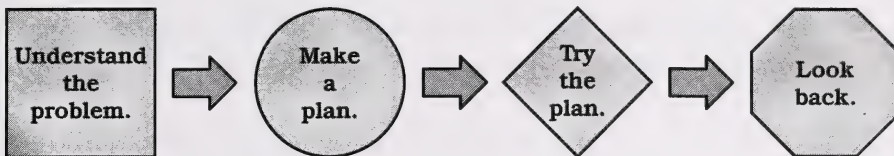
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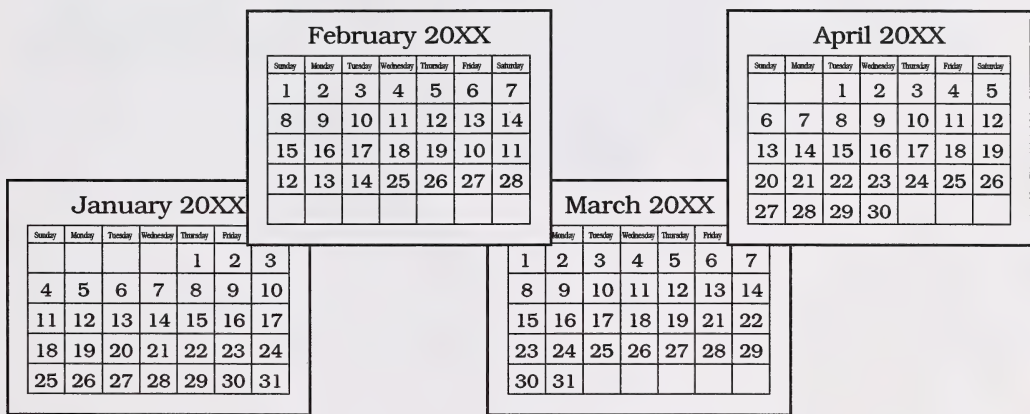
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Use the problem-solving steps to solve each problem. Show your work. Write a sentence to answer the question.

2. It has been 1 year and 45 days since Luke’s grandma came to visit. How many days has it been?



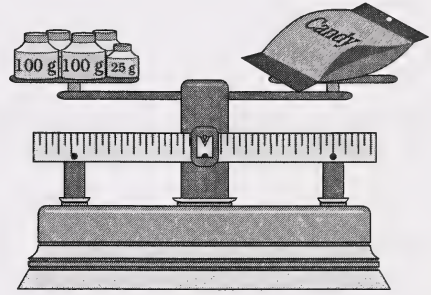
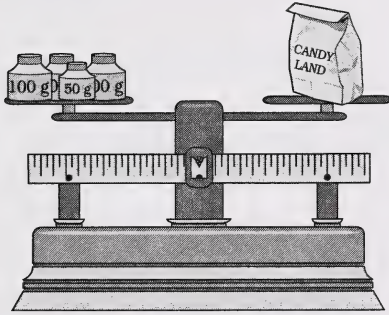
3. Luke's grandma always brings a treat when she visits. She brought 4 large bottles of soda pop. There are 8 glasses of pop in each bottle. How many glasses of pop are there in all?





4. Luke's grandma also brought 2 bags of assorted candy. She said, "If you can figure out the total mass of these two bags, you can have them."

Luke weighed the candy on his balance scale.



What is the total mass of the two bags of candy?

---

1. Estimate and then measure each rope to the nearest centimetre.

a. 

estimate: \_\_\_\_\_ measurement: \_\_\_\_\_

b. 

estimate: \_\_\_\_\_ measurement: \_\_\_\_\_

c. 

estimate: \_\_\_\_\_ measurement: \_\_\_\_\_

2. a. Which rope is longest? \_\_\_\_\_

b. Which rope is shortest? \_\_\_\_\_

3. Draw lines to match the equal measurements.

1 metre

10 centimetres

1 decimetre

1000 metres

1 kilometre

100 centimetres

**4. centimetre**

**metre**

**kilometre**

Which unit above would you use to measure

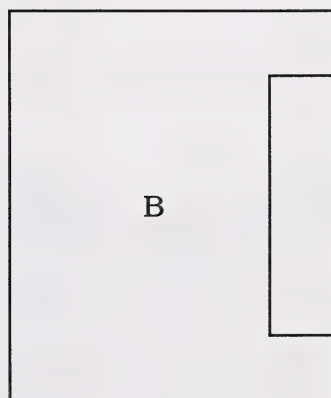
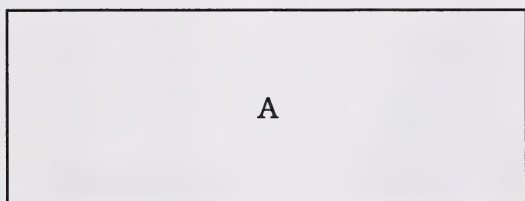
a. the length of your finger? \_\_\_\_\_

b. the distance between two cities? \_\_\_\_\_

c. the distance between home plate and first base on a baseball diamond?

\_\_\_\_\_

**5. Look at the following shapes.**



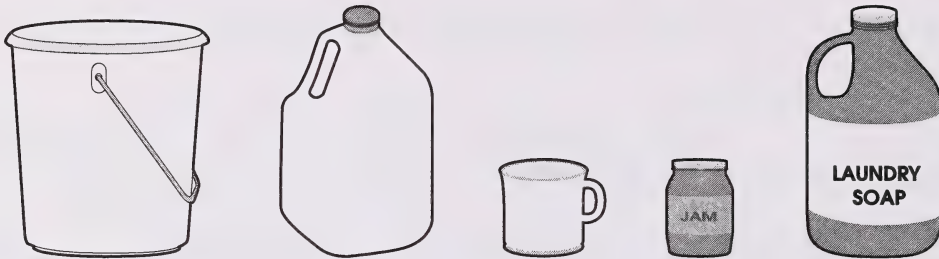
a. Which shape do you think has the longer perimeter? \_\_\_\_\_

b. Measure to find the perimeter of Shape A. \_\_\_\_\_

c. Measure to find the perimeter of Shape B. \_\_\_\_\_



6. Circle the containers that you think would hold more than one litre of water.



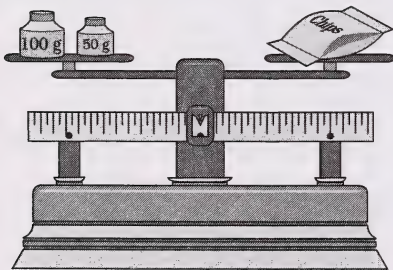
7. List two things that have a mass of more than 1 kilogram.

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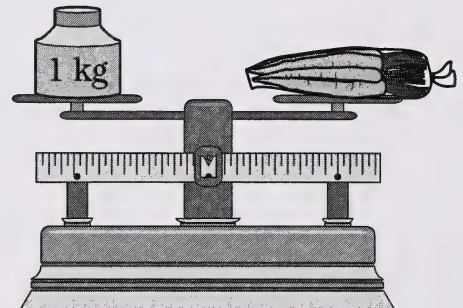


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8. a. What is the mass of each object?



chips: \_\_\_\_\_



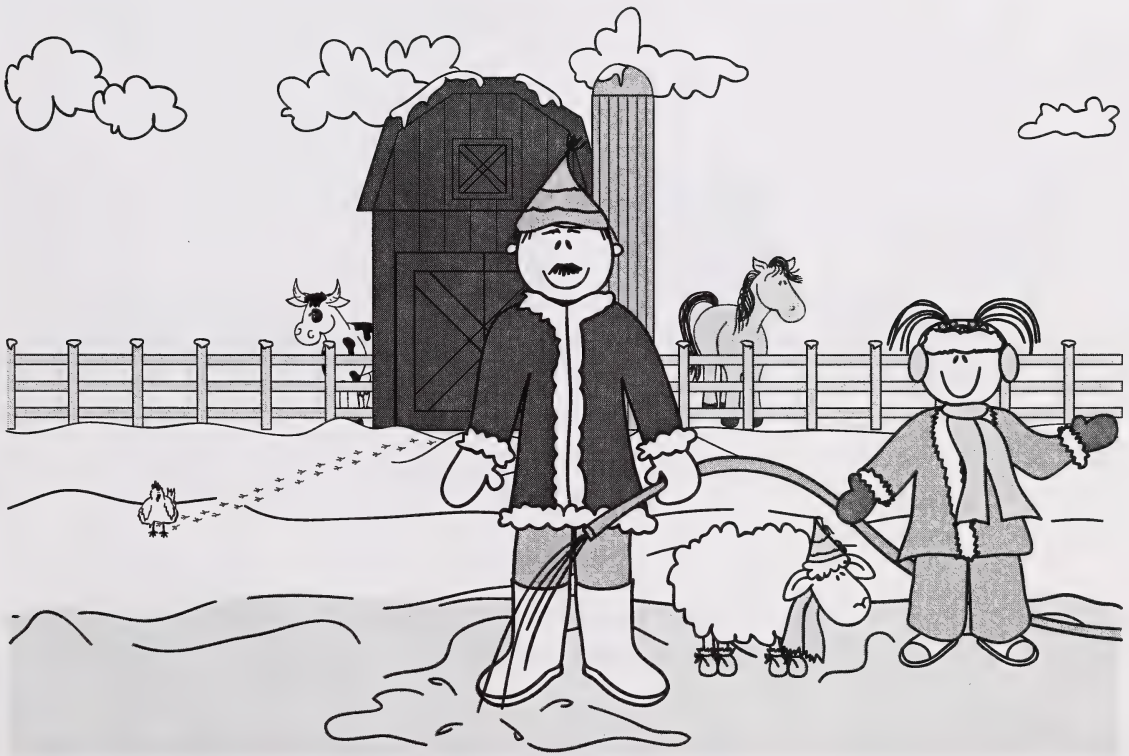
carrots: \_\_\_\_\_

b. Which has a greater mass—the carrots or the potato chips?

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10. a. 1 week = \_\_\_\_\_ days
- b. 1 leap year = \_\_\_\_\_ days
- c. 1 hour = \_\_\_\_\_ minutes
- d. 1 minute = \_\_\_\_\_ seconds
- e. 1 year = \_\_\_\_\_ months

Sarah and her dad made a skating rink near their home.



Fill in the circle that shows the correct answer to each of the following questions.

11. Sarah and her dad planned the rink on grid paper. Their plan looked like this.



The area of the skating rink is

- ☐ 40 square units
  - ☐ 45 square units
  - ☐ 28 square units
  - ☐ 45 units
12. Sarah's friends came over to skate. They lived different distances away from her house.

Jodi: 12 kilometres

Aziz: 800 metres

Mike: 5 kilometres

If her friends' names are written in order from the one who lives closest to the one who lives farthest away, the order would be

- ☐ Mike, Jodi, Aziz
- ☐ Jodi, Aziz, Mike
- ☐ Aziz, Jodi, Mike
- ☐ Aziz, Mike, Jodi



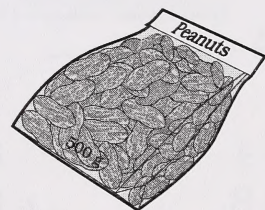
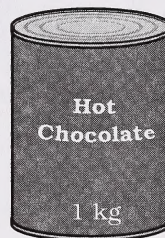
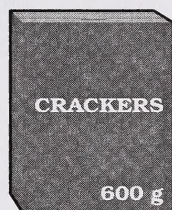
13. When Aziz arrived at Sarah's place to skate, the clock looked like this:



The time is

- ☐ seven minutes to two o'clock
- ☐ seven minutes after two o'clock
- ☐ two o'clock
- ☐ two minutes after seven o'clock

14. Jodi brought some snacks.



Which snack item had the least mass?

- ☐ crackers
- ☐ hot chocolate
- ☐ marshmallows
- ☐ peanuts

15. Sarah brought a chocolate bar to share. The mass of the chocolate bar would probably be measured in

- ☐ kilograms
- ☐ litres
- ☐ decimetres
- ☐ grams

**Timed exercise: 2 minutes**

Ask your Home Instructor to time you for 2 minutes. Do as many questions as you can in two minutes. Write how many you completed.

$6 \times 7 = \underline{\hspace{2cm}}$

$0 \times 8 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$8 \times 4 = \underline{\hspace{2cm}}$

$2 \times 6 = \underline{\hspace{2cm}}$

$7 \times 5 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$9 \times 4 = \underline{\hspace{2cm}}$

$4 \times 0 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

|                         |  |
|-------------------------|--|
| <b>Number completed</b> |  |
| <b>Number correct</b>   |  |



# STUDENT'S CHECKLIST

## MODULE 5: DAYS 10 TO 18

| I can ...  | Put a check mark beside the things you can do. |
|--|--|
| estimate and measure the capacity of a container               |  |
| measure the mass of an object using a balance scale            |  |
| read and write the days of the week and the months of the year |  |
| use standard units to tell about time                          |  |
| read digital clocks to tell the time                           |  |

### STUDENT'S COMMENTS

The most difficult part of this module was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I liked best about this module was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## HOME INSTRUCTOR'S CHECKLIST

Check **yes** or **not yet** for each question.

Can the student do the following?

- |  |                              |                                  |
|--|------------------------------|----------------------------------|
| • estimate, measure, and record the capacity of containers using non-standard units and litres | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • compare and order the capacity of containers   | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • estimate, measure, and record the mass of objects using grams and kilograms                  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • compare and order the mass of objects  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • estimate the passage of time using standard units  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read and write the days of the week and the months of the year                               | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read a digital clock and write time to the nearest minute                                    | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • relate days to years   | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

## HOME INSTRUCTOR'S COMMENTS

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